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ABSTRACT

This report recounts that many impressive projects in Massachusetts Learn and Serve America school-based sites have been observed. The term "project" is used in the report to refer to community service learning (CSL) as it is incorporated into classroom instruction. In general, the report notes, the projects ranged from simple to complex, short-term to year-long, individual classroom to whole school, sometimes involving a schoolwide theme. It states that there are five Massachusetts school districts in which CSL implementation was intended as a systemwide initiative: Boston, Hudson, Sharon, Springfield, and Westport. The report adds that the community served ranged from the school itself to the world as community, addressing such universal issues as hunger and environmental pollution. The report outlines the criteria used for choosing examples of outstanding projects and then lists project examples in sections by elementary, middle school, and secondary levels. Since many projects involved collaborations between levels, some are listed at both levels in the report. A site contact list is provided at the end of the project listings to assist interested persons in obtaining information about particular projects. The report concludes with an index by topic to community service learning projects. (BT)

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EXAMPLES OF COMMUNITY SERVICE LEARNING PROJECTS

IN MASSACHUSETTS SCHOOL-BASED CSL PROGRAMS

1995-1996

L. Joan Brown

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Prepared by L. Joan Brown and Ellen Bender
For the Massachusetts Department of Education
September 15, 1996

SO 030 861

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EXAMPLES OF COMMUNITY SERVICE LEARNING PROJECTS IN MASSACHUSETTS SCHOOL-BASED PROGRAMS 1995-1996

We have observed many impressive projects in Massachusetts Learn and Serve America school-based sites. The term "project" is used here to refer to Community Service Learning as it is incorporated into classroom instruction. Although the term covers most CSL efforts, it is not completely appropriate because, in some school-based initiatives, CSL is utilized as an instructional methodology which is applied to an entire curriculum area and, in one instance, to all instruction offered at the grade six level. In general, however, the projects ranged from simple to complex, short-term to year-long, individual classroom to whole school, sometimes involving a schoolwide theme. There are five school districts in which CSL implementation was, from the outset, intended as a systemwide initiative: Boston, Hudson, Sharon, Springfield, and Westport. In many others, they began as grade level or building initiatives but are now spreading to other grades and buildings. These initiatives are characterized by staff collaborations within and across disciplines.

The community served ranged from the school itself to the world as community, addressing such universal issues as hunger and environmental pollution. There were also a broad range of partnerships with outside groups and individual who supported the projects and even brought project ideas and community needs to the attention of the schools.

In response to many requests from teachers to provide a list of projects, because we could not list all the projects we observed or heard about,* we have provided examples of various CSL models. We also observed a number of projects which were substantially similar. For instance, we observed perhaps ten different "Reading Buddies," so we listed several of those we found unique in some way. In choosing examples, we considered the following aspects of projects:

- The project is replicable (both at other grade levels and, sometimes, in other subject areas);
- There is a collaborative element (e.g. involving teachers, students, and community partners);
- There is a balance between service and learning;
- Classroom learning extends over time;
- The project is inclusionary in nature and engages students at all learning levels in a variety of multidisciplinary CSL experiences;
- The project engages students at a high level of learning expectations;
- Curricula connections are clear (e.g. the CSL projects support student learning with regard to specific curriculum topics);

* The total number of projects reported by grant recipients numbered over 1,155 for the current school year. The actual total is probably well over 2,000.

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EXAMPLES OF CSL PROJECTS

- Community partnerships are an integral part of the project;
- The service truly addresses the needs of the recipients;
- The service component extends over time;
- Service needs are clearly understood by the students;
- The project provides leadership opportunities for students in developing, implementing, and evaluating CSL projects and in designing and evaluating curriculum;
- Reflection time is regularly scheduled to allow teachers and students to consider the progress and the quality of the CSL implementation effort;
- Teachers and students share student learning and service outcomes with the school community and the community-at-large by means of presentations, exhibits, showcase days, media coverage, local Cable TV, newsletters, videos, and professional workshops to other students, to school staff, school council, school committee, parents, community members;
- There is a learning and/or communication "product" (brochure, newsletter, performance, video, exhibit) prepared by students;
- Celebrations are used to acknowledge and recognize individual and group efforts of students, partners, and staff.

We have listed project examples in sections by elementary, middle school and secondary levels. Since many projects involved collaborations between levels, some are listed at both levels (e.g. a high school-elementary partnership will be found listed in both places). In some districts, grades five and six are considered elementary. In others, they are considered as middle school. They are listed here in either elementary or middle school consistent with the practice in the district named.

We hope for the sake of those whom we interviewed that we have described the projects accurately. Unfortunately, in such brief listings, the wider impact of these projects on teaching and learning, upon teacher renewal and student motivation, and upon community improvement is not developed here. For a discussion of these topics, please see the "1995-1996 CSL EVALUATION REPORT," also provided by the compilers of this listing.

A site contact list is provided at the end of the project listings to assist you in obtaining more information about particular projects.

Note: Many thanks to Dr. Susan Seigel, CSL Program Manager, Community Service Learning Center, Inc., to Margaret Collins, CSL Coordinator, Hampshire Educational Collaborative, and to Patricia Barnicle, Acting Director, Lincoln-Filene Center, Tufts University, for sharing project descriptions from their collaborating schools.

L. Joan Brown, Ellen Bender
September 15, 1996
for the Massachusetts Dept. of Education

ELEMENTARY PROJECTS

Grades: Elementary School, Schoolwide Theme **Curricula:** Social Studies, Science, Math, Language Arts **Community Served:** School and local community **Community Need:** Improvement and beautification of school grounds; raising a vegetable garden to donate food to food banks and/or shelter	**Outdoor Learning Park** - The entire school population, as well as 15 partners from Northwest Mutual Insurance, participated in this multidisciplinary project. Through brainstorming, networking, discussing, and teaming, all staff were encouraged to become involved. The concept was for the park to maximize use of the school's outdoor grounds for students and the entire neighborhood. Most of the start-up projects involved taking surveys, gathering information, charting and graphing, problem solving, and learning to use appropriate community resources such as physical labor for planting and clean up. Areas under development include a vegetable garden, treed areas, walking paths, designated nature areas, jogging trails, reading spaces, picnic areas, basketball hoops, and an area for performing arts. There were many collaborators. A city-wide end of year celebration was held with dinner prepared and served by students from the Putnam High School culinary shop. **Springfield Public Schools, Freedman Elementary School**
Grades: Elementary **Curricula:** Science, Art, Music, Language Arts **Community Served:** School community, local community **Community Need:** Education, beautification	**Young Naturalist Almanac** - The Sharon Garden Club approached the schools with the idea of collaborating on an almanac. Students were invited to contribute stories, drawings, poems, and word puzzles related to the science curriculum and local environment for publication in the almanac. The Garden Club sold the almanacs and contributed part of the proceeds to each school to be used for outdoor beautification. A tree-planting celebration in which students shared their learning was held. **Sharon Public Schools, All Elementary Schools**
Grades: Kindergarten **Curricula:** Social Studies (learning about the community), Language Arts, Art, Health **Community Served:** The local hospital and the community **Community Need:** Meeting the special needs of young patients coming to the hospital emergency room for an attractive and welcoming environment	**Children in Emergency Rooms** - A kindergarten class visited the North Adams Regional Hospital to learn about Emergency Room Services. They learned that 35% of the patients coming to the ER are young children, and they found few toys and books to meet children's needs. With their teacher, they designed art work to decorate the ER, collected money for toys, wrote a "get well book" with pictures of themselves and messages of encouragement, and individually each wrote a second book to leave in the hospital for children. They also worked with the hospital custodian to learn how the wall decorations had to be covered with Plexiglas to help maintain a clean hospital setting. The hospital had a formal ceremony and celebration to accept the gifts from the children. As a direct result of this project, hospital staff embarked upon its own training project to make doctors and nurses more aware of the fears of young children entering the hospital. **North Adams Public Schools, Sullivan School**

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Grades: Kindergarten **Curricula:** Social Studies, Math **Community Served:** School and local community **Community Need:** Improved understanding of disabilities; improved wheelchair access	**Hop-N-Ing** - Kindergarten students learned about different kinds of disabilities. They conducted a hands-on survey of the school building for wheelchair accessibility by trying to transport their teacher in and out and around the building by wheelchair. Students identified a problem with entrance door sills, and the parent of a student corrected the sills to permit wheelchair access. **Hudson Public Schools, The Kindergarten Center**
Grades: 1 and 3 **Curricula:** Science, Technology, Language Arts **Community Served:** School community, local community **Community Need:** Education; making local environment more bat friendly; improving ecology	**Bat Buddies** - In an interdisciplinary unit developed by a grade 1 and grade 3 teacher, students learned cooperatively about bats. Students built bat houses, adopted a bat, wrote and presented reports about one facet of bat life, and wrote poetry about bats. They collected 1,000 recyclable cans representing the number of species of bats, the proceeds of which went to Bat Conservation International. They wrote a bat newsletter and, using Hyperstudio, created a computer presentation about bats. As a culminating activity, students held a Bat Fair with seventeen student-run interactive stations for the school and local community which was videotaped and shown on the local cable station. **Sharon Public Schools, Cottage Street School**
Grades: 1 and 4 **Curricula:** Art, Language Arts, Health **Community Served:** School community **Community Need:** Safety education	**Safety Quilt** - Students created a safety quilt, with each square depicting one safety lesson. Students shared their work with other classes and groups. **Boston Public Schools, Agassiz School**
Grades: 1 and 4 **Curricula:** Language Arts, Art **Community Served:** School community **Community Need:** Reading encouragement and practice; library education	**Library and Reading Buddies** - Fourth graders learned about using the resources of the public library and developed projects (puppet shows, board games, etc.) to teach their first grade "reading buddies" about the library. The students then hosted the first graders on an instructional tour of the library. **North Adams Public Schools, Sullivan School**
Grades: 1 and 5 **Curricula:** Language Arts, Art **Community Served:** School community **Community Need:** Reading encouragement and learning about themes in literature	**Book Buddies** - Fifth grade students read books about the theme of overcoming adversity and held class discussions on the topic. Then 5th graders read 1st grade books on the same theme with their partners. The partners then discussed the book and worked together to design posters illustrating the book's central theme. **Hudson Public Schools, Farley School**

Grades: 1 and 5 **Curricula:** Language Arts **Community Served:** School community **Community Need:** Bilingual books for students and their families	**English/Spanish Books** - Students in a 1st grade inclusionary bilingual class together with 5th grade students, some of whom were also bilingual, wrote or translated books, and created bilingual books with original art work which were presented to both classes. **Boston Public Schools, Ohrenberger School**
Grades: 1 and 5 **Curricula:** Social Studies, Art **Community Served:** Local community **Community Need:** Financial support for special town events for families	**Community Postcards** - As part of their study of Sharon, students created original drawings of local sites on postcards. The postcards were sold at a CSL Marketplace and at a local Creative Arts Association Fair. The proceeds of the sales of the postcards went to support town activities such as Family Week and the Fourth of July Celebration. **Sharon Public Schools, Heights Elementary**
Grades: Middle School and Grade 2 **Curricula:** Language Arts, Art **Community Served:** Middle School and Grade 2 students **Community Need:** Reading encouragement and practice; learning about multicultural themes	**Reading Helpers** - Students from the Chapter One reading program volunteered to work with second grade students as "Reading Helpers." Middle school students chose and previewed a second grade book to read to their partners, kept journals to record their impressions, and reviewed each book read. Second grade students drew pictures to illustrate what they learned from each book. In addition to the difference in ages of the participants, there was also a multicultural aspect to the project. Partnerships were maintained throughout the year and the project culminated with a social gathering at the middle school. **Community Service Learning Center, Marshall Middle School, Lynn**
Grades: 12 and Grade 2 **Curricula:** Spanish **Community Served:** School community **Community Need:** Education in world languages at an early age	**Spanish Partnership** - High School Advanced Placement Spanish students developed and presented interactive Spanish lessons to 2nd grade students. The lessons were integrated into the regular 2nd grade curriculum, incorporating lessons in graphing, language arts, music, etc. The project will continue and expand in the coming school year. **Sharon Public Schools, Cottage Street School and Sharon High School**
Grades: 7 and 3 **Curricula:** Science **Community Served:** School community **Community Need:** Active learning, relating science education to local environment	**Student Science Mentors** - Older children shared their learning with younger children in cross-grade student mentor teams by designing, scheduling, and implementing learning games which complemented and reinforced science instruction (e.g. about identification of animal tracks and scat) for the younger children. **Nashoba Regional School District, Emerson School**

Grades: 3 **Curricula:** Technology, Science, Language Arts, Library, Art **Community Served:** School community **Community Need:** Education about need to protect the rain forests and what can be done	**Rain Forest Project** - Following study of the South American rain forest, each student chose a letter of the alphabet, and selected a plant or animal from the rain forest beginning with that particular letter. Using Hyperstudio, the student then entered an original drawing of that object onto the computer, and by combining students' entries, created a group rain forest alphabet book and a rain forest calendar. The book or calendar may be used as a fund-raising tool. **Boston Public Schools, Conley School Service**
Grades: 3 and all elementary **Curricula:** Science, Math, Language Arts **Community Served:** Local community **Community Need:** Gathering and analyzing information about citizens' waste oil disposal practices and possible need for town waste oil recycling containers; students' involvement in and contribution to local government efforts	**Waste Oil Project** - After receiving a presentation from a member of the local conservation committee, all third grade students in each elementary school assisted the local conservation committee with a survey project. Students wrote and distributed surveys to all elementary parents to determine how waste oil was being recycled, and to determine if there was a need for waste oil recycling containers in Sharon. Grade 3 students made presentations to every class in each elementary school to explain the importance of proper waste oil disposal. Using methods learned in math, students analyzed the data collected, and presented their findings at a Sharon Conservation Committee meeting. The following year, a high school student did an internship with the conservation committee conducting further research into the various possibilities for obtaining and locating a waste oil recycling container for the town. **Sharon Public Schools, Cottage Street School, East/Alternative Elementary School, and Heights Elementary School**
Grades: High School and Grade 3 **Curricula:** Conflict resolution **Community Served:** Local and broader school community **Community Need:** Need to make schools a safe place for children; developing personal responsibility	**Conflict Resolution Program** - Members of Drury High School SPIRIT (Students Promoting Involvement, Respect, Individualism, and Tolerance) developed a violence prevention and conflict resolution curriculum and taught it to 250 third graders in North Adams and in neighboring towns. **North Adams Public Schools, Drury High School**
Grades: 4 **Curricula:** Social Studies, Language Arts, Math, Spanish **Community Served:** School community **Community Need:** Multicultural education; celebrating one's heritage	**Puerto Rican History Project** - Students began this project by making a large map of Puerto Rico for the school library. They also worked together researching and constructing a large Puerto Rican flag for the school. A celebration of Puerto Rican Heritage was held with ethnic foods and schoolwide viewing of a video about Puerto Rico. As a final product of the year-long project, students worked together in teams researching and writing a book on Puerto Rican history. **Springfield Public Schools, Margaret M. Ellis School**

Grades: 5 **Curricula:** Social Studies **Community Served:** Broader community **Community Need:** Improving accuracy of available information at an historical site, especially concerning the importance of the role of women in developing the site	**Bunker Hill Monument Project** - Students studied how the Bunker Hill Monument was founded and learned that it was only partially finished until a woman and her friends collected enough money to have the monument completed. There was no information at the monument about this. The students picketed the monument, shared their reports, and information about the women's contribution is now included in park literature. **Boston Public Schools, Harvard Kent School**
Grades: 5 and 6 **Curricula:** Music, Social Studies **Community Served:** Residents of a local retirement community **Community Need:** Intergenerational activities; opening the school to the community	**New Horizons: Music for All Ages** - This unit established relationships between students and elderly retirement community residents through singing and personal contact. Students taught older people their songs as they visited and conducted interviews with the elderly residents to learn about the music of their lives. Songs of different cultures, styles and eras were performed. As a final activity, students and elderly performed together, sharing one another's songs. **Springfield Public Schools, Gerena Community School**
Grades: 5 and 6 **Curricula:** Science, Math, Language Arts **Community Served:** School community **Community Need:** Environmental education; leadership training for students	**Cafeteria Composting** - Working with the Center for Ecological Technology, teachers created lesson plans and activities to introduce students to composting concepts through a variety of subjects and to develop students' ability to train other students in the operation of the composting system. The goal of the program is to help reduce school cafeteria waste generation by 50% and develop a service and environmental ethic in participating students. **Hampshire Educational Collaborative, Westhampton Elementary School**
Grades: 5 and 9 **Curricula:** Language Arts **Community Served:** School community, local community **Community Need:** Understanding of themes in literature; appreciation of local heroes	**Heroes Project** - Fifth and ninth grade students participated in a partnership to explore the themes of courage and heroes. They read literature related to the theme, looked for examples in their own lives, and heard from courageous members of the Sharon community. As a culminating activity, they held a ceremony inducting local recipients into the Sharon Ordinary Heroes Hall of Fame. **Sharon Public Schools, Heights Elementary School and Sharon High School**
Grades: Elementary and High School **Curricula:** Algebra and Grade 4 Math **Community Served:** School community **Community Need:** Practicing algebra and math skills collaborative teaching	**Measurement in Math and Algebra** - Algebra students designed lesson plans and taught math and measurement skills to fourth graders through the construction of three-dimensional figures. **North Adams Public Schools, Drury High School**

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Grades: Elementary and High School **Curricula:** Social Studies, Violence Prevention Program (conflict resolution) **Community Served:** School community **Community Need:** Peace studies; improving school environment; making schools a safe place for students; developing personal responsibility	**Peace Initiative** - Using the violence prevention program conducted in grades 4 and 5 as the basis, students created peace posters and books. As part of the student council, a peace committee was formed which met on a weekly basis and included representatives from all grade levels. Students discussed ways to create a peaceful atmosphere in school. Students from each grade were encouraged to make a classroom book about conflict resolution, which was shared with other grades. Fourth and fifth graders met with high school students who helped them in a discussion and sharing of ideas about creating peace in the world by making good choices in their lives. In celebration at the end of the year, a large group of 4th and 5th graders put on their presentation at the regional CSL Showcase. **Springfield Public Schools, Liberty School and Central High School**
Grades: Elementary and High School **Curricula:** Art, Language Arts, Social Studies **Community Served:** School community **Community Need:** Active learning experiences for students including both cross-age and museum collaborations	**Art Pals** - Through a year of sharing letters and samples of various art media, high school students were able to build positive relationships with elementary school youngsters. The experience allowed both older and younger students to learn new skills, communication modes, and appreciation for various art genres. Students also made historic observations about how people lived in the past. High school students planned and developed activities for younger students incorporating art work throughout. One event involved a student committee developing a museum scavenger hunt for the art pals to complete together, one on the high school level, and one on the elementary school level. **Springfield Public Schools, Homer Elementary School and High School of Commerce.**
MIDDLE SCHOOL PROJECTS	
Grades: Middle School **Curricula:** Integrated Arts and Language Arts **Community Served:** School community and local neighborhood **Community Need:** Improved safety in the school neighborhood; beautification inside and outside the school building; need to develop stronger ties with the neighborhood community	**The Environment and Public Safety** - Students studied ways to beautify the school environment, and implemented a number of painting and decoration projects inside the school. In looking at the school's surroundings, students became aware of the high speed of traffic in the streets outside of the building. They made inquiries at Town Hall and found that a "one-way street" sign had been missing for years. Through their efforts, the sign was restored, and the area became much safer for students and for preschoolers located in the same building. Outside beautification tasks were also accomplished. **Little House Alternative School, Federated Dorchester Neighborhood Houses, Inc.**

Grades: Middle School **Curricula:** Totally integrated curriculum; student-centered **Community Served:** Students, parents, and local community **Community Need:** Broader understanding of multiculturalism; increased sense of community	**Native American Arts Festival** - This celebration brought parents, students, agencies, and neighborhood together to celebrate learning and diversity. Students did research in connection with a social studies project about different cultures and shared their study of native cultures with the community through exhibitions. Their interest in Native American cultures led students to create displays showing what they had learned and to create a number of artistic projects illustrating Indian dress, crafts, sculpture, pottery, and other Native American style art works. **Little House Alternative School, Federated Dorchester Neighborhood Houses, Inc.**
Grades: Middle School **Curricula:** Technology, Language Arts **Community Served:** School and local community **Community Need:** More information highlighting student, faculty, and school events	**"JFK News Program"** - Students help produce a news program which heightens community awareness and highlights students, faculty, and school events. **Hudson Public Schools, JFK Middle School**
Grades: Middle School **Curricula:** Integrated Social Studies, Language Arts, Math, Science **Community Served:** Residents of a local homeless shelter, and the broader low-income population **Community Need:** Improved understanding of issues regarding homelessness	**Homelessness Unit** - Middle school students connected their study of The Family Under The Bridge or Slakes Limbo with issues raised in social studies about homelessness. They interviewed residents of a homeless shelter who agreed to come to school, and planned and organized a holiday party for residents. Also, students researched the origins of government housing programs, compared Lynn's housing programs to those of surrounding communities, and learned about community problems caused by a lack of affordable housing. Students also wrote to their Congressmen and Senators requesting more housing programs and better paying jobs. They also studied nutrition and health problems that could affect homeless families and constructed a family budget. **Community Service Learning Center, Marshall Middle School, Lynn**
Grades: Middle School and Grade 2 **Curricula:** Language Arts, Art **Community Served:** Middle School and Grade 2 students **Community Need:** Reading encouragement and practice; learning about multicultural themes	**Reading Helpers** - Students from the Chapter One reading program volunteered to work with second grade students as "Reading Helpers." Middle school students chose and previewed a second grade book to read to their partners, kept journals to record their impressions, and reviewed each book read. Second grade students drew pictures to illustrate what they learned from each book. In addition to the difference in ages of the participants, there was also a multicultural aspect to the project. Partnerships were maintained throughout the year and the project culminated with a social gathering at the middle school. **Community Service Learning Center, Marshall Middle School, Lynn**

Grades: Middle School **Curricula:** Social Studies, Art, Language Arts **Community Served:** Middle School population and local community **Community Need:** Education /celebration of local history; developing closer community ties and collaborations with other educational groups	**Colonial History Day Project** - Students and community members shared a wealth of information about the colonial history of their region through numerous presentations and living history exhibits presented by students during a day-long colonial history celebration. This day involved collaborations with Plymouth Plantation and Deerfield Village. The entire school participated or attended as did many community members. **Central Berkshire Regional School District, Nessacus Middle School**
Grades: Middle School **Curricula:** Music Dept., Art, Social Studies **Community Served:** School population, local community, local senior citizens	**Music in the Community** - Students worked with community volunteers to produce an original student musical on the theme of what one generation can learn from another. The project resulted in several performances for the school and the community and a special performance for senior citizens. **Central Berkshire Regional School District, Nessacus Middle School**
Grades: Middle School **Curricula:** Social Studies, Industrial Technology **Community Served:** School population, local community **Community Need:** Environmental education and improved recycling practices	**Solid Waste Advisory Team (S.W.A.T.)** - Within the context of social studies and industrial technology, 100 students were involved in an ongoing effort to control cafeteria waste. Students produced a SWAT newsletter and a television show with town officials responsible for solid waste. **Central Berkshire Regional School District, Nessacus Middle School**
Grades: Middle School **Curricula:** Technology, Language Arts **Community Served:** School community **Community Need:** Sharing information; easing transitions for younger students	**Transition Video** - Middle school students produced a video for elementary students on the transition to middle school so they would be better informed in advance about changes in their schedules, programs of study, activities, and school rules. **Hudson Public Schools, JFK Middle School**
Grade: 6 **Curricula:** Social Studies **Community Served:** Local community **Community Need:** Identification of homes for rapid response by emergency services	**Neighborhood Safety Project** - Students initiated a public safety project to put house numbers on houses in the school neighborhood and in their own neighborhoods so that emergency vehicles might more easily locate 911 call houses in an emergency. This project involved collaborations with the Police Department and a local business, the latter supporting students' efforts by providing the numbers for the houses. **Attleboro Public Schools, Brennan Middle School**

Grades: Middle School **Curricula:** Social Studies, Science, Industrial Arts **Community Served:** Local and broader community **Community Need:** Local history; developing an on-going educational relationship with a local museum; improving resources for environmental research	**Custom House Maritime Museum and Boat Shop Project** - Middle school students learned about the history of Newburyport and planned and designed an exhibit for the museum. Students constructed a Grand Banks Dory which will become part of a fleet of three used by the schools to enable students to do water testing and other environmental research projects. Students also produced a video of the projects. **Newburyport Public Schools, Rupert A. Nock Middle School**
Grades: Middle School **Curricula:** Social Studies, Technology, Language Arts **Community Served:** School and broader community **Community Need:** Active learning about local history	**Spencer-Pierce-Little Farm Project** - Middle school students worked with several historical organizations in studying the house, farmland, and historical evidence for the purpose of writing original historical fiction. With the alternative education teacher, they also produced a video documentary recording historical points of interest from the students' perspective. **Newburyport Public Schools, Rupert A. Nock Middle School**
Grades: 5 and 6 **Curricula:** Music, Social Studies **Community Served:** Residents of a local retirement community **Community Need:** Intergenerational activities; opening the school to the community	**New Horizons: Music for All Ages** - This unit establishes relationships between students and elderly retirement community residents through singing and personal contact. Students teach older people their songs as they visit and conduct interviews with the elderly residents to learn about the music of their lives. Songs of different cultures, styles and eras are performed. Ultimately students and elderly perform together, sharing one another's songs. **Springfield Public Schools, Gerena Community School**
Grades: Preschool and 6 **Curricula:** Language Arts **Community Served:** Local preschool **Community Need:** Understanding younger children; support for a local preschool program	**Preschool Project** - Sixth grade students were brought together with preschool students in a mutually supportive way. They read to their younger partners, played games, and developed relationships with younger children who were not siblings. They also researched the kinds of books young children like and created their own books to give to their partners, as well as designing other activities to engage the younger children. In addition, students collected money to buy two chairs for the preschool and redid the school's brochure to give to other volunteers. **Attleboro Public Schools, Brennan Middle School**

Grades: 5 and 6 **Curricula:** Science, Math, Language Arts **Community Served:** School community **Community Need:** Environmental education and personal responsibility	**Cafeteria Composting** - Working with the Center for Ecological Technology, teachers created lesson plans and activities to introduce students to composting concepts through a variety of subjects and to develop students' ability to train each other about waste and waste management and about how to operate the composting system. The goal of the program is to help reduce school cafeteria waste generation by 50% and develop a service and environmental ethic in participating students. **Hampshire Educational Collaborative, Westhampton Elementary School**
Grades: 6 **Curricula:** Science, Math, Language Arts **Community Served:** School and local community **Community Need:** Environmental education and personal responsibility	**Trash Man** - Students studied problems of trash disposal applying math skills to gain an understanding of the size of the problem. They designed a "trash man" sculpture and collected different kinds of trash and recyclable materials to use in its construction. They kept journals keeping track of their activities, what they learned, and how they felt about the project. They collaborated with a local museum, eventually displaying the giant (6 ft.) trash man in front of the museum. **Attleboro Public Schools, Brennan Middle School**
Grades: 6 **Curricula:** Science, Social Studies, Math, Language Arts, Health **Community Served:** Local environment **Community Need:** Environmental education; certifying and protecting vernal pools	**Vernal Pools Project** - This unit, developed by a team of 4 teachers, involved studying the need for identifying, certifying, and protecting vernal pools through the Natural Heritage and Endangered Species Program of the Massachusetts Division of Fisheries and Wildlife. Prior to the inception of this project, none had been certified in Dalton. Various agencies collaborated on this project. Staff have developed a curriculum outline in the major subject areas utilizing the standards in the Curriculum Frameworks. The lead teacher is a PALMS specialist as well. **Central Berkshire Regional School District, Nessacus Middle School**
Grades: 6 **Curricula:** Math, Social Studies **Community Served:** Local Food pantry and Community Meals Site **Community Need:** Understanding hunger; support for local food pantries	**Math in Life** - Students toured a local food pantry and learned what its needs were, how much food was processed, and how the problems of collection and distrubtion were handled. They then collected food for the pantry and learned decimals, percents, and graphing techniques by studying the nutritional values listed on cans of food collected for the food pantry. On their own time, students chose to serve meals to the needy at the local Community Meals site. The teacher made arrangements and set up a schedule to enable students to extend the project in this way. **Community Service Learning Center, Greenfield Middle School**

Grades: 6 **Curricula**: Health, Language Arts **Community Served:** School community, local community **Community Need:** AIDS education, support for the AIDS Consortium	**AIDS Project** - Students researched AIDS to discover "facts and myths" about the illness. They produced a pamphlet to share with other children and raised $300 which they donated to the Attleboro AIDS Consortium. **Attleboro Public Schools, Brennan Middle School**
Grades: 6 **Curricula:** Social Studies, Math, Language Arts **Community Served:** Local community **Community Need:** Understanding hunger; support for local food pantries	**Feed the Future** - This was an effort to meet an assessed need in the community (hunger) by collaborating with local organizations The project combined studies of social needs reflected in the community and utilized math and language arts skills to compile data concerning students' collection of food for a local food pantry. **Attleboro Public Schools, Brennan Middle School**
Grades: 6 **Curricula:** Social Studies, Language Arts **Community Served:** Local community **Community Need:** Accreditation of the local zoo; developing personal responsibility	**Capron Zoo Project** - This project is a continuing effort to assist the Capron Park Zoo in becoming accredited. Students studied zoo animals' habitats, exchanged information with other zoos through informal letter writing, and produced and shared a video about the zoo. They considered their responsibility toward the environment and the protection of all life forms. Students will also complete visual aids for younger children to make the zoo visit more meaningful for them. **Attleboro Public Schools, Brennan Middle School**
Grades: 6 **Curricula:** Technology **Community Served:** Local elderly residents **Community Need:** Computer training for elders; strengthening community ties	**Computer Tutors** - Sixth grade students tutored seniors interested in computers. The project has been so successful that it has continued into the summer for the students and senior citizens. **Newburyport Public Schools, Rupert A. Nock Middle School**
Grades: 6 **Curricula:** Science, Language Arts **Community Served:** Local and broader community **Community Need:** Improving local ecology; sharing information with the community	**River Restoration Project** - Sixth grade students participated in a collaboration with a biology professor gathering data about the watershed and sharing the information with the professor. This project included habitat awareness and students produced a brochure about Westport. **Westport Community Schools, Westport Middle School**

Grades: 7 and 3 **Curricula:** Science **Community Served:** School community **Community Need:** Active learning, relating science education to local environment	**Student Science Mentors** - Older children shared their learning with younger children in cross-grade student mentor teams by designing, scheduling, and implementing learning games which complemented and reinforced science instruction (e.g. about identification of animal tracks and scat) for the younger children. **Nashoba Regional School District, Emerson School**
Grades: 7 **Curricula:** Science **Community Served:** Local environment and local community **Community Need:** Understanding ecology; collecting data to share with agencies	**Student Watershed Awareness Project** - Teachers were trained and in turn trained over twenty volunteers who took 7th grade students and 6 teachers out on the river to do chemical water testing, macro-invertebrate sampling, and stream assessment. This data was shared with the Fisheries and Wildlife agency. **Nashoba Regional School District, Emerson School**
Grades: 7 **Curricula:** Social Studies, Technology **Community Served:** Local and broader community **Community Need:** Information about the river's history, ecology, and potential as a community resource	**Housatonic River Project** - A 7th grade social studies class studied the history of the river as a community resource, examined the uses and misuses of the river, along with efforts to improve river quality, and the river's potential for recreational use. A live teleconference with students in other schools allowed viewing students to question students involved in the study about what they had learned. A narrative video was also prepared and aired on public access television to inform the public. **Central Berkshire Regional School District, Nessacus Middle School**
Grades: 7 **Curricula:** Integrated Social Studies, Math, Science, and Language Arts **Community Served:** Grade 7 students and the school community **Community Need:** Improved understanding of the work of local private and governmental social service groups; improved understanding of community needs	**City Sites Project** - Each student selected a local service agency for one-week internship to learn about services provided for community members. Students worked in committees based on the type of service selected to develop and complete learning tasks. The team of four teachers utilized "the learning web" to help students articulate goals for student performance and learning outcomes. This project raised students' level of understanding concerning the world of service work, the need for it, and its impact upon the community. An exhibition of student work shared students' learning with parents and other students. Skills in all major subject areas were enhanced, and art projects were included as part of the exhibition of learning. Each student designed and decorated a tile to illustrate something important about his/her particular site. **Cambridge Public Schools, Graham & Parks Alternative School**

Grades: 7 **Curricula:** Science **Community Served:** Local community **Community Need:** Restoration of scallop beds to help rekindle the local scallop industry; improving ecology and protecting marine life in local waters	**Scallop Restoration Project** - Grade 7 science classes in the third year of this project continued the study of the adequacy of the river to support the reseeding of scallop beds. For several years, no scallop fishing was permitted because of the severe depletion of scallop beds. The original study of water and scallops and sources of pollution has now extended to the study of other forms of marine life in the river. As a direct result of this project, the scallop population has increased sufficiently to allow the town to issue 35 scallop fishing licenses in the spring of 1996. Collaborators include the Water Works Group, the Watershed Alliance, and town government. **Westport Community Schools, Westport Middle School**
Grades: 8 **Curricula:** Science, Technology **Community Served:** Local and broader community **Community Need:** Contribution to and access to international environmental data; improved environmental education	**Globe Program (Global Learning and Observations to Benefit the Environment)** - Eighth grade students made observations and measurements of the environment around their schools. They shared the data with schools in the GLOBE program through America Online. Teachers instruct the students and help them understand the significance of these global observations. Students communicate with other 8th grade students worldwide about important issues involving the environment. Over 2,900 schools participate worldwide. **Westport Community Schools, Westport Middle School**
HIGH SCHOOL PROJECTS	
Grades: High School **Curricula:** Social Studies, Science **Community Served:** Local and broader community **Community Needs:** Improved quality of life for nursing home patients; student participation in research and data collection	**Pet Therapy Project** - In collaboration with a community partner (Jeff's Companion Animal Shelter), four nursing homes, and Harvard Medical School, high school students help provide documentation of the effect of pet visits on elderly patients. **Westport Community Schools, Westport High School**
Grades: High School **Curricula:** Industrial Arts **Community Served:** Local elderly residents and school community **Community Need:** Individual assistance for elderly residents; improving school facilities	**Carpentry Project** - Students assisted elderly residents by responding to requests for assistance in winterizing and repairing homes. They also built cabinets and shelves in other schools. **Westport Community Schools, Westport High School**

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Grades: High School **Curricula**: Social Studies, Art **Community Served:** Local and broader community **Community Need:** Improved understanding of local history; preparing and sharing learning with the community	**Lawrence Then and Now: A Picture History** - Ungraded students created an exhibit for the entire community highlighting the unique history of the immigrant city. Classroom and field activities included: investigation of archives; observation and collection of information about the city (past and present) at various public facilities; preparation of timelines and charts; photography; and study of the relationship of Lawrence history to national and international history. **Lincoln Filene Center, Lawrence High School**
Grades: High School **Curricula:** Social Studies, Technology, Science **Community Served:** Local and broader community **Community Need:** Improved access to nature trails for local blind residents	**Lake Siog Park Fundraising** - In this multifaceted project, students produced a video to demonstrate the potential, the facilities, and the present programs at Lake Siog Park. In addition to the video, able-bodied student worked with people with disabilities to construct a garden for the blind with botanical labeling in Braille, and they also made nature trails wheelchair accessible. **Lincoln Filene Center, Tantasqua Regional School District**
Grades: High School. **Curricula:** English, ESL **Community Served:** High School. ESL students and their families **Community Need:** Information for new ESL students and their families about school culture, opportunities, procedures, and rules	**Secondary School Life** - ESL students in an "Experiences in American Living" class considered what new foreign students and their families needed to know about local school culture. They designed and produced a brochure using original graphic designs to explain various aspects of secondary school life: school calendar, school rules, explanation of grading system, building plan, athletic activities, club opportunities, and where to get answer to different questions. This is an on-going project with different topics added each year. **Framingham Public Schools, Framingham High School**
Grade: High School, Preschool **Curricula:** Consumer Education, World Food, Psychology for Living, Early Childhood Education, Family Living **Community Served:** Preschool children, senior citizens, nursing homes, and the senior center **Community Need:** Understanding the aging process; improving relationships with elderly residents; learning about local history of Framingham during this century	**Intergenerational Collaboration** - This project was a four-generation collaboration (preschool children, high school students, teachers, and senior citizens). Five different classes of H.S. students provided a variety of activities for preschool children and senior citizens including interviews of senior citizens, two luncheons and a fashion show for seniors. Curriculum connections: World Food class studied the nutritional needs of elders and prepared and served the luncheons; the Psychology class studied Erikson's life cycle model ("integrity vs. despair") in interviewing and learning about nursing home residents; Family Living learned about the history of this country and the Framingham area during and prior to World War II from senior citizen interviews. **Framingham Public Schools, Framingham High School.**

Grades: High School **Curricula:** Art **Community Served:** Local and broader community **Community Need:** Active learning in art; beautification of the waterfront	**Waterfront Beautification** - Art students worked in collaboration with the Waterfront Commission and the Garden Club and studied Monet's garden for color arrangement. They selected containers, planted flowers at the waterfront, and then painted the scene. **Newburyport Public Schools, Newburyport High School**
Grades: High School **Curricula:** Social Studies, Language Arts, Technology **Community Served:** Local elderly residents **Community Need:** Active learning of local history; developing closer ties with the commuity	**Oral Histories** - High school students in collaboration with local newspapers, town government and others interviewed citizens about Newburyport of the 40's and 50's. This project was shared with the community in a number of different ways, including weekly articles in the Newburyport newspaper, and presentations in booths at the annual Newburyport Fair this summer. **Newburyport Public Schools, Newburyport High School**
Grades: Elementary and High School **Curricula:** Social Studies, Violence Prevention Program (conflict resolution) **Community Served:** School community **Community Need:** Peace education; need to make schools a safe place for students; personal responsibility	**Peace Initiative** - Using the violence prevention program conducted in grades 4 and 5 as the basis, students created peace posters and books. As part of the student council, a peace committee was formed which met on a weekly basis and included representatives from all grade levels. Students discussed ways to create a peaceful atmosphere in school. Students from each grade were encouraged to make a classroom book about conflict resolution, which was shared with other grades. Fourth and fifth graders met with high school students who helped them in a discussion and sharing of ideas about creating peace in the world by making good choices in their lives. In celebration at the end of the year, a large group of 4th and 5th graders put on their presentation at the regional CSL Showcase. **Springfield Public Schools, Liberty School and Central High School**
Grades: Elementary and High School **Curricula:** Art, Language Arts **Community Served:** School community **Community Need:** Active learning experiences for students including both cross-age and museum collaborations	**Art Pals** - Through a year of sharing letters and samples of various art media, high school students were able to build positive relationships with elementary school youngsters. The experience allowed both older and younger students to learn new skills, communication modes, and appreciation for various art genres. Students also made historic observations about how people lived in the past. High school students planned and developed activities for younger students incorporating art work throughout. One event involved a student committee developing a museum scavenger hunt for the art pals to complete together, one on the high school level, and one on the elementary school level. **Springfield Public Schools, Homer Elementary School, High School of Commerce.**

Grades: High School and Grade 3 **Curricula:** Conflict resolution **Community Served:** Local and broader school community **Community Need:** Need to make schools a safe place for children; developing personal responsibility	**Conflict Resolution Program** - Members of Drury High School SPIRIT (Students Promoting Involvement, Respect, Individualism, and Tolerance) developed a violence prevention and conflict resolution curriculum and taught it to 250 third graders in North Adams and in neighboring towns. **North Adams Public Schools, Drury High School**
Grades: 5 and 9 **Curricula:** Language Arts **Community Served:** School community, local community **Community Need:** Understanding literary themes; appreciation of local heroes	**Heroes Project** - Fifth and ninth grade students participated in a partnership to explore the themes of courage and heroes. They read literature related to the theme, looked for examples in their own lives, and heard from courageous members of the Sharon community. As a culminating activity, they held a ceremony inducting local recipients into the Sharon Ordinary Heroes Hall of Fame. **Sharon Public Schools, Heights Elementary School, Sharon High School**
Grades: 10 **Curricula:** Language Arts, Social Studies, Art **Community Served:** Nursing home residents **Community Need:** Active learning in social studies; improving the quality of life for nursing home residents	**Intergenerational Chinese Culture Project** - Tenth grade students in an inclusionary, cross-disciplinary course (English and Global History) learned Chinese arts and crafts to enhance their study of Chinese culture and traditions. Students applied what they learned by teaching a particular Chinese craft to residents of a local nursing home. **Sharon Public Schools, Sharon High School**
Grades: 10 **Curricula:** Business, Math, Social Studies **Community Served:** Families, broader community **Community Need:** Understanding the differences between a democracy and a dictatorial government; learning about governmental services in this country and how to access them	**Government Process Project** - Bilingual students produced a video survey of their school and home neighborhoods documenting things that needed to be improved. A bilingual teacher and a business teacher collaborated with students to develop a questionnaire for students to take home and complete with their parents. The parent survey identified parents' basic needs for community services. Each student was given an address book and collected names of government agencies, phone numbers and contact names relating to particular service areas. Students then role-played calling the relevant service agency. Nearly every student called and effected some community improvement which was beneficial to his/her family and to the neighborhood. **Boston Public Schools, Hyde Park High School**

Grades: 11 and 12 **Curricula:** After School Support Group (tutoring and mentioning for ESL students provided by older ESL students) **Community Served:** High School ESL students (Program will be expanded to Middle School this coming year.) **Community Need:** Need to provide role models and stronger motivation for Latino students to attend college; need to develop closer ties to Latino parents	**"Latinos en Accion"** - Latinos in Action is an after-school club and support group formed by a guidance counselor with Latino students. The goal of this group is "to raise their academic achievement level and support each other through the arduous college application process." The initial grade 12 group has expanded to grade 11, and a study group is now also provided for grade 9 and 10 Latino students. Parent meetings were held prior to the regularly-scheduled Open House with a supper for Latino parents to make them feel more welcome. A visit to a college campus is a highlight of the year's activities. This group has been successful in having Latino students go on to college by having students act as role models for one another and by reaching out to support new students and younger students. An end-of-the-year dinner including parents celebrated students' successes and encouraged Latino parents "to spread their learning to other parents in the community." **Framingham Public Schools, Framingham High School**
Grades: 10 **Curricula:** Social Studies, Health **Community Served:** Local Food Bank **Community Need:** Understanding hunger; developing personal responsibility for service to needy residents	**Hunger Curriculum** - Students were introduced to the Hunger Curriculum provided by The Food Bank of Western Mass. They also had guest speakers, visited the food bank and the food bank farm, studied issues of hunger and nutrition in the context of health education, and explored the historical implications that hunger has caused, both in the U.S. and the world. Students involved in the project planned the different types of community service work they wanted to undertake, kept journals reflecting upon their learning and service, and published some of their reflections at the end of the semester. **Hampshire Educational Collaborative, Smith Academy**
Grades: 12 and Grade 2 **Curricula:** Spanish **Community Served:** School community **Community Need:** Education in world languages at an early age	**Spanish Partnership** - High School Advanced Placement Spanish students developed and presented interactive Spanish lessons to 2nd grade students. The lessons were integrated into the regular 2nd grade curriculum, incorporating lessons in graphing, language arts, music, etc. The project will continue and expand in the coming school year. **Sharon Public Schools, Cottage Street School and Sharon High School**
Grades: Elementary and High School **Curricula:** Algebra and Grade 4 Math **Community Served:** School community **Community Need:** Practicing algebra and math skills collaborative teaching	**Measurement in Math and Algebra** - Algebra students designed lesson plans and taught math and measurement skills to fourth graders through the construction of three-dimensional figures. **North Adams Public Schools, Drury High School**

L. Joan Brown, Ellen Bender
September 15, 1996

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CSL INITIATIVES FUNDED UNDER LEARN AND SERVE AMERICA DURING THE 1995-1996 SCHOOL YEAR

CSL SITES	CONTACTS	TELEPHONE/FAX
Attleboro Public Schools Grade 6 Initiative, now expanding systemwide	Carlton Legg or Anjan Nath, CSL Implementation Team Brennan Middle School 135 County Street Attleboro, MA 02703	Phone 508-222-6260 508-223-1550 Fax 508-223-1555
Boston Public Schools Systemwide Initiative	Barbara Locurto, Impact II Director The Impact II Office School to Career Cluster 13 Madison Park Building I 55 New Dudley Street Boston, MA 02120	Phone 617-635-9440 Fax 617-635-6571
Cambridge Public Schools Grade 7-8 Initiative	Len Solo, Principal Graham & Parks Alternative Public School 15 Upton Street Cambridge, MA 02139	Phone 617-349-6612 Fax 617-349-6615
Central Berkshire Regional School District Middle School Initiative	Thomas Potter, Asst. Supt. of Schools Central Berkshire Regional School Dist. P.O. Box 299 Dalton, MA 01227-0299 and/or Lee Brown, Principal or Amy Carmel, CSL Coordinator Nessacus Middle School 120 First Street Dalton, MA 01126	Phone 413-684-0780 Fax 413-684-1520 Phone 413-684-0780
Community Service Learning Center, Inc. Middle Schools Initiative serving 5 middle schools in Boston, Greenfield, Lowell, Lynn, and Springfield	Carol W. Kinsley, Executive Director and/or Susan Seigel, Program Director CSLC, Inc. 333 Bridge St., Suite 8 Springfield, MA 01103	Phone 413-734-6857 Fax 413-747-5368
Little House Alternative School, Federated Dorchester Neighborhood Houses, Inc. Students aged 13-16	Anne Nee, Director and/or Marianne Kimball The Little House Alternative School 275 East Cottage Street Dorchester, MA 02125	Phone 617-282-2180 Fax 617-474-1137
Framingham Public Schools High School Initiative	Charles Sposato, CSL Coordinator Framingham High School 115 A Street Framingham, MA 01701	Phone 508-620-4963 Fax 508-877-6603
Hampshire Educational Collaborative All grade levels, collaborating schools in Hampshire County, Amherst Public Schools - Systemwide Initiative	Margaret Collins, Director Hampshire Youth 2000 Coalition, % HEC 30 Industrial Drive East Northampton, MA 01002	Phone 413-584-0867 Phone 413-586-4900 Fax 413-586-0180

INDEX BY TOPIC TO "EXAMPLES OF COMMUNITY SERVICE LEARNING PROJECTS IN MASSACHUSETTS SCHOOL-BASED PROGRAMS, 1995-1996"

Projects are listed by major subject area. Some are listed under two topics. Grade levels are designated as E, MS, HS. However, since many projects involve cross-disciplinary collaborations, integrated instructional units, and are replicable at other levels, it may be useful to screen through all of them.

ART

p. 5	Community Postcards, Sharon Public Schools	E
8,17	Art Pals, Springfield Public Schools	E-HS
8	Native American Arts Festival, Little House Alternative School	HS
12	Trash Man, Attleboro Public Schools	MS
17	Waterfront Beautification, Newburyport Public Schools	HS
18	Intergenerational Chinese Culture Project, Sharon Public Schools	HS

BEAUTIFICATION & COMMUNITY IMPROVEMENT

p. 3	Outdoor Learning Park, Springfield Public Schools	E
3	Young Naturalist Almanac, Sharon Public Schools	E

CARPENTRY

p. 15	Carpentry Project, Westport Public Schools	HS

COMMUNICATIONS/TECHNOLOGY/PHOTOGRAPHY

p. 9	"JFK News Program," Hudson Public Schools	MS
10	Transition Video, Hudson Public Schools	MS
13	Computer Tutors, Newburyport Public Schools **[with senior citizens]**	MS
14	Housatonic River Project, Central Berkshire Regional Schools **[live teleconference]**	MS
16	Lawrence Then and Now: A Picture History, Lincoln-Filene Center, Lawrence High School	HS

CONFLICT RESOLUTION

p. 6,18	Conflict Resolution Program, North Adams Public Schools	E-HS
8,17	Peace Initiative, Springfield Public Schools	E-HS

HEALTH & PUBLIC SAFETY

p. 3	Children in Emergency Rooms, North Adams Public Schools	E
4	Hop-N-Ing, Hudson Public Schools **[wheelchair access]**	E
4	Safety Quilt, Boston Public Schools	E
8	The Environment & Public Safety, Little House Alternative School, Federated Dorchester Neighborhood Houses, Inc.	HS
10	Neighborhood Safety Project, Attleboro Public Schools	MS
13	AIDS Project, Attleboro Public Schools	MS
15	Pet Therapy, Westport Community Schools	HS
16	Intergenerational Collaboration, Framingham Public Schools **[a Consumer Ed and Psychology class intergenerational collaboration with preschool students and senior citizens]**	HS

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MATH

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12	Math in Life, CSLC, Greenfield Middle School **[a hunger project]**	**MS**

MUSIC

p. 7,11	New Horizons: Music for All Ages, Springfield Public Schools	**E-MS**
10	Music in the Community, Central Berkshire Regional Schools	**MS**

READING, LITERATURE, BOOK BUDDIES

p. 4	Library & Reading Buddies, North Adams Public Schools	**E**
4	Book Buddies, Hudson Public Schools	**E**
5	English/Spanish Books, Boston Public Schools **[BILINGUAL]**	**E**
5, 9	Reading Helpers, CSLC, Marshall Middle School, Lynn	**E-MS**
7,18	Heroes Project, Sharon Public Schools	**E-HS**
11	Preschool Project, Attleboro Public Schools	**MS**

ENVIRONMENTAL/SCIENCE

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p. 5,14	Student Science Mentors, Nashoba Regional School District	**E-MS**
6	Rain Forest Project, Boston Public Schools	**E**
6	Waste Oil Project, Sharon Public Schools	**E**
7,12	Cafeteria Composting, Hampshire Educational Collaborative, Westhampton Public Schools	**E**
8	The Environment & Public Safety, Little House Alternative School, Federated Dorchester Neighborhood Houses, Inc.	**HS**
10	Solid Waste Advisory Team (S.W.A.T.), Central Berkshire	**MS**
11	Custom House Maritime Museum & Boat Shop Project, Newburyport Public Schools	**MS**
12	Trash Man, Attleboro Public Schools	**MS**
12	Vernal Pools Project, Central Berkshire Regional Schools	**MS**
13	River Restoration Project, Westport Community Schools	**MS**
13	Capron Zoo Project, Attleboro Public Schools	**MS**
14	Student Watershed Awareness Project, Nashoba Regional Schools	**MS**
14	Housatonic River Project, Central Berkshire Regional Schools	**MS**
15	Scallop Restoration Project, Westport Community Schools	**MS**
15	GLOBE Program (Global Learning and Observations to Benefit the Environment), Westport Community Schools	**MS**
16	Lake Siog Fundraising, Lincoln Filene Center, Lawrence HS **[also Braille Trail, wheelchair access, and video]**	**HS**

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SOCIAL STUDIES and SOCIAL ISSUES

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7	Bunker Hill Monument Project, Boston Public Schools	E
8	Native American Arts Festival, Little House Alternative School	HS
9	Homelessness Unit, CSLC, Marshall Middle School, Lynn	MS
10	Colonial History Day Project, Central Berkshire Regional Schools	MS
11	Custom House Maritime Museum & Boat Shop Project, Newburyport Public Schools	MS
11	Spencer-Pierce-Little Farm Project, Newburyport Public Schools	MS
12	Math in Life, CSLC, Greenfield Middle School **[a hunger project]**	MS
13	Feed the Future, Attleboro Public Schools	MS
14	City Sites Project, Cambridge Public Schools	MS
16	Lawrence Then and Now: A Picture History, Lincoln-Filene Center, Lawrence High School	HS
16	Secondary School Life, Framingham Public Schools **[a bilingual project]**	HS
17	Oral Histories, Newburyport Public Schools	HS
18	Intergenerational Chinese Culture Project, Sharon Public Schools	HS
18	Government Process Project, Boston Public Schools **[a bilingual and business class collaboration]**	HS
19	Latinos en Accion, Framingham Public Schools	HS
19	Hunger Curriculum, Hampshire Educational Collaborative	HS

WORLD LANGUAGES

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